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The Status Quo of the External Degree Systems in the United States

米国における学外学位制度の現状

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Introduction

This paper is based on the results of a survey performed to determine the current situation of implementation of external degree programs in the U.S. This questionnaire and catalog survey was planned by Professor Akira Tachi in late 1994 as a part of research activities of National Institution for Academic Degrees, and carried out with the cooperation of Associate Professor Mari Ike. Mori participated in this project in 1995.

First of all in this paper We will show the simple structure of this paper. In this paper, after attempting a definition of an external degree, I will give an outline and analysis of the current situation of external degree programs in the U.S. based on the results of this survey, with the goal of providing an understanding of those programs in general.

I. Definition of an External Degree

This paper deals with external degree programs in the U.S. Before beginning the discussion, it may be necessary to define the term "external degree program." A definition of external degrees in the U.S. has already been given in a paper by Tachi (1994), along with the course of these programs' emergence. To avoid excessive duplication, this paper will refer to the definitions of external degrees which are found in two materials other than Tachi's. One is "College Handbook" issued by the U.S. College Board, which served as an important reference in this survey, and the other is "How to Earn a College Degree Without Going to College" by J.P. Duffy.

First, I would like to refer to the "College Handbook." It defines external degree programs as "A system of study whereby a student earns credit toward a degree through independent study, college courses, proficiency examinations, and personal experience" It also states that "External degree colleges generally have no campuses or classroom facilities" (The College Board, 1995, p. 30) .

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We may need to take a closer look at "independent study," one of the terms used in this definition. Of course, a comment that "all learning is individual" seems to be acceptable as a valid statement. Based on this observation, which could be termed a basic principle of learning, however, I would like to pursue a practical answer to the question of what constitutes independent study as a way of "breaking down uniformity of instruction" (Romiszowski, 1995, p. 2770).

In the College Handbook, which is mentioned above, independent study is explained as "An arrangement that allows students to complete some of their college program by studying independently instead of attending scheduled classes and completing group assignments. Typically, students plan programs of study in consultation with faculty advisor or committee, to whom they may report periodically and submit a final report for evaluation" (The College Board, 1995, p. 31). The International Encyclopedia of Higher Education describes the specific formats of independent study as follows: "Correspondence study, home study, open and distance education, radio education, television teaching in fact all forms of mediated instruction belong to a larger, generic class that in the United States is increasingly referred to as independent study" (Wedemeyer, 1977, p. 2114).

Based on these descriptions, it can be concluded that independent study consists of study programs which are flexible both in terms of time and in terms of location, with the following characteristics:

[1] Students are not required to attend lectures in a fixed classroom.

[2] Students are not required to study within a fixed time period.

To express these characteristics in other words, independent study is free of the concept of 'residence' which establishes temporal and spatial restrictions on study. In other words, this means that independent study programs are 'nonresidential' programs.

To return to our earlier definitions of external degrees based on the above, study toward an external degree, in its entirety, is rich in elasticity as it combines conventional, rigid study formats with the flexible study formats of independent study, including "independent study, college courses, achievement tests, and personal experience."

Next, we turn to the definition of external degrees found in Duffy's guide for students, "How to Earn a College Degree Without Going to College." In this book, Duffy points out that the terms used as names for non-traditional programs operated by various universities are not necessarily based on clear standards. He makes the following statement concerning external degree programs: "this book draws an arbitrary line between college degree programs that are justifiably entitled to the name external degree programs and those that are nontraditional but not strictly external. The difference between these two classifications is the amount of time a participant is required to spend in class, or "in residence". If the time one is required to spend at the school is either of short duration or can be

arranged to suit the schedules of most working people, that program is included in this book" (Duffy, 1994, p. 19).

Here, two conclusions may be drawn from these statements of Duffy's. First, the concept of residency is a fundamental one in external degree programs, and a program which requires residency is also called an external degree program if the time period residency is short. As discussed earlier, this standard set by Duffy is also recognized in the College Handbook as one of the characteristics of external degree programs. And second, it is apparent that defining external degree programs is not an easy task. Another sign of this difficulty is that the College Handbook's definition of external degrees can not necessarily be said to give a strict indication of the actual meaning of an "external degree." What makes it so difficult to define external degree programs?

One possible reason for the difficulty of defining external degree programs could be that external degree programs are essentially a part of the non-traditional higher education system, and therefore they constitute one of the alternatives to traditional higher education. As indicated by the prefix "non-" and the word "alternative," the characteristics of external degree programs are not described in affirmative statements ("They are ..."), but in collections of negative sentences such as "They are not ..." or "They are different from" With affirmative statements, it is possible to specify a phenomenon in limitative terms; however, in negative statements, the phenomenon indicated by the statement can be infinitely vast in scope. It seems likely that this is the main obstacle to a strict definition of external degree programs.

The following is a report of the survey concerning the present situation of external degree programs in the U.S., based on the assumption above.

II. The Survey

This survey was performed beginning in 1994. The basic reference material used in the survey was the College Handbook (1993 edition) issued by the College Board, as mentioned above. The method used was to investigate the situation of the granting of external degrees by mailing a questionnaire to all of the 170 schools listed in this book as universities [or colleges] which grant external degrees. All of these 170 schools which were the subjects of the survey are accredited as official degree-granting institutions by some accreditation organization in the U.S. Along with the questionnaire, a request for information about external degree programs was sent to each school. From the stage of planning through execution, this mail survey was performed under the leadership of Professor Akira Tate. The request letter used in the survey is included at the end of this report as Appendix 1.

107 responses to the questionnaire were received (response rate: 62.9%), including 74 effective responses (effective response rate: 43.5%). The difference of 33 responses between the total number received and the number of effective responses included 30 replies to the effect that the university had no external degree program, two cases in which only information on the university was sent, and one case in which the university was closed at the time of the survey.

Content of Questions

The content of the questionnaire was as follows. The original text is shown in Appendix 2, and the university responses which can be handled quantitatively are listed in Appendix 3.

- Organizational level having jurisdiction over the granting of external degrees
University / Department / Other
- Detailed information concerning the organization having jurisdiction over external degrees
- Levels of degrees granted
Ph.D. / M.A. / B.A. / A.A. / Other certificate of completion
- Names given to degrees of each level
- Number of students currently registered in external degree programs
- Number of persons who acquired external degrees in the 1993-4 academic year

III. Names of External Degree Programs

As stated above, 74 effective responses were received in this survey concerning the present state of external degree programs in the U.S. However, as noted earlier, it would be difficult to say that the term "external degree" is being used with a strictly precise definition. Thus some diversity can be expected in the content of these 74 "external degree" programs as well. Here, before presenting the responses to specific questions, I would like to outline the names which the universities give to these programs for the granting of external degrees. This will serve as a tool toward understanding external degree programs as treated in this report.

The names of these programs would seem to reflect the respective objectives of their establishment to some extent. The differences among the implications of these names can provide clues to the differences in content among the programs.

Table 1 is a list of the names of bachelor's degree granting programs at the universities which responded to the survey. This was prepared not on the basis of the questionnaires, but on the basis

of materials sent by the universities along with the questionnaires. The names of 46 programs have been determined. The phrases found in common in the names of multiple programs are "External Degree Program," found in seven names; "Adult Degree Program," found in five names; and "Continuing Education," found in two names. The other 32 programs all had different names. Some of the programs had names which did not directly indicate the content of the program. But in many cases, key words were found that identified the programs as non-traditional, including "distance," "extended," "independent," and "degree completion," in addition to the above words "external," "adult," and "continuing."

Table1

Names of Program	Counts
External Degree Program	7
Adult Degree Program	5
Continuing Education	2
Adult Bachelor's Degree Program	1
Alternative and Continuing Education	1
Bachelor of Independent Study Program	1
Bachelor's Degree at a Distance	1
Board of Governors Program	1
Career directed program	1
College of Continuing Education	1
College of Professional Studies	1
Degree Completion for Working Adults	1
Distance Education	1
Distance Education Programs	1
Distance Learning	1
Distance Learning Degree Program	1
Extended Degree Program	1
Extended Education	1
Extended Studies	1
External Degree	1
External Degree Completion Program	1
External Student Program	1
External Studies	1
External Studies Division	1
Independent Studies	1
Liberal Studies Program	1
Off-Campus Degree Program	1

Names of Program	Counts
Open Program	1
Outreach Program	1
Program for Adult College Education	1
Program for Experienced Learners	1
Saturday Program	1
Servicemembers Degree Program	1
University without Walls	1
Women's External Degree Program	1
Total	46

IV. Response Totals

1. Organizational Level Having Jurisdiction Over the Granting of External Degrees

Table 2 shows the distribution of organizational levels having jurisdiction over the granting of external degrees. This reveals that at most universities, external degree programs are operated at the departmental (school or college) level. The total (75) is higher than the number of effective responses (74) because in one case, replies were received from both the university and a department.

Table2

University	23	30.7%
Department	50	66.7%
Other	2	2.6%
Total	75	

2. Levels of Degrees Granted

Table 3 shows the numbers of universities which grant degrees or certificates through their external degree programs, at each level from doctorates to certificates of completion.

Table3

Ph.D.	1	1.3%
M.A.	32	43.2%
B.A.	63	85.1%
A.A.	29	39.1%
Other certificate of completion	22	29.7%

As seen from Table 3, it is bachelor's degree programs (85.1%) which make up the core of

external degrees. Next, master's degree programs (43.2%) also account for a high proportion. In contrast, only one university, Union Institute of Ohio, grants the degree of Ph.D. The degrees granted by this institution are the Ph.D.?? and the B.A.?? Most of the 74 schools grant degrees at more than one level. Table 4 shows the number of universities granting each combination of degrees.

Table 4 shows characteristically large proportions of universities which grant only bachelor's degrees (27.0%), or bachelor's degrees and master's degrees(19.0%). This survey did not find any universities which grant only the Ph.D.

Table4

Ph.D.	0	0.0%
Ph.D. and B.A.	1	1.3%
M.A.	4	5.4%
M.A. and B.A.	14	19.0%
M.A., B.A., and A.A.	4	5.4%
M.A., B.A., A.A., and other	5	6.8%
M.A., B.A., and other	5	6.8%
B.A.	20	27.0%
B.A. and A.A.	6	6.8%
B.A., A.A., and other	5	6.8%
B.A. and other	4	5.4%
A.A.	5	6.8%
A.A. and other	2	2.7%
Total	74	

3. Names Given to Degrees of Each Level

The names given to the various degrees and certificates are extremely diverse, from the different types of certificates to the Ph.D. given by Union Institute, as mentioned above. Therefore, I will not go into a comprehensive introduction of the names here. However, a noteworthy feature of external degrees is that in addition to many names which are also used in traditional programs of higher education, such as B.A., B.S., and A.A. in Liberal Arts, other names such as "Bachelor of Independent Study" and "Associate of Individualized Studies" are also occasionally encountered. Most of the degrees at the master's level are given names which are also seen in traditional programs. In this survey, the "Individualized Master of Arts" granted by Antioch University was the only name found to clearly reflect the characteristics of the non-traditional program. Even in this case at

Antioch University, the materials issued by the university state that "the degree is indicated as M.A. on the diploma."

4. Number of Students Registered in External Degree Programs

Table 5 shows the numbers of students registered in external degree programs at each degree level. Here, the universities which replied that they have degree programs at the various levels are divided into those which gave the numbers of registered students and those which did not, and the average number of registered students per school at each level is also indicated. According to this data, bachelor's degree programs have the greatest absolute number of registered students (55,618), followed by associate degree programs (23,844), the doctoral program (1,200), other certificates of completion (2,037), and master's degree programs (1,089). Looking at the average number of registered students per school, associate degree programs (1,490.3) are highest, followed by the doctoral program (1,200), bachelor's degree programs (1,011.2), other certificates of completion (156.7), and master's degree programs (45.4).

Table5

	Number of schools answering / not answering		Number of registered students	Average number of students per school
Ph.D.	A	1	1,200	1,200.0
	NA	0	-	-
M.A.	A	24	1,089	45.4
	NA	8	-	-
B.A.	A	55	55,618	1,011.2
	NA	8	-	-
A.A.	A	16	23,844	1,490.3
	NA	10	-	-
Other certificates of Completion	A	3	2,037	156.7
	NA	9	-	-

5. Number of People Who Acquired External Degrees

Table 6 shows the number of people who acquired external degrees at each degree level. Here as well, a similar characteristic can be seen to the numbers of registered students as discussed above. That is, bachelor's degree programs show the greatest absolute number of degree recipients (10,417),

followed by associate degrees (3,662), master's degrees (2,559), doctorates (227.0), and other certificates of completion (581). The average number of degree recipients per program was highest with associate degree programs (288.9), followed by the doctoral program (227.0), bachelor's degree programs (186.0), master's degree programs (111.3), and other certificates of completion (48.4).

The ratio of degree recipients to registered students was approximately 19% for the doctoral program, 24% for master's degree programs, 19% for bachelor's degree programs, 15% for associate degree programs, and 28% for other certificates of completion. These ratios show the number of students who completed a program compared to the number of students registered during a one-year period; they do not indicate the number of degree recipients with regard to the new registrants during a one-year period. Therefore, these ratios do not constitute the rate of acquisition of external degrees. These number show that annually, about 15% to 30% of the total number of students registered will acquire a degree.

Table6

	Number of schools answering / not answering		Number of degree recipients	Average number of students per school
	A	not answering		
Ph.D.	A	1	227	227.0
	NA	0	-	-
M.A.	A	23	2,559	111.3
	NA	9	-	-
B.A.	A	56	10,417	186.0
	NA	7	-	-
A.A.	A	16	3,662	288.9
	NA	10	-	-
Other certificates of completion	A	12	581	48.4
	NA	10	-	-

V. Conditions for Degree Acquisition

I would now like to turn from an analysis of the questionnaire responses, to a discussion of the conditions for external degree acquisition based on the materials received from each university. Here, I will analyze two areas, the conditions for admission, and the conditions for graduation, only for Ph.D., M.A., B.A., and A.A. degree programs.

1. Admission Requirements

I will use the term "admission" to indicate registration for an external degree program with the objective of earning an external degree. In addition to the requirement of proving high school graduation or the equivalent, the following three kinds of conditions were generally set as requirements for admission to external degree programs.

- [1] Age
- [2] Earned credits or degrees
- [3] Occupation and vocational experience

The following is an outline of the current situation with regard to these three conditions.

[1] Age

In some cases, a minimum age is set for admission at the undergraduate level; that is, for admission to bachelor's degree and associate degree programs.

This survey found a total of 12 cases in which minimum ages were set for admission to a bachelor's degree program. Table 7 shows a breakdown of those cases.

Table 7

At least 21 years of age	2 cases
At least 22 years of age	4 cases
At least 23 years of age	3 cases
At least 25 years of age	3 cases
<hr/>	
Total	12 cases

Among associate degree programs, four cases were found in which a minimum age was set. Table 8 shows a breakdown of those cases.

Table 8

At least 21 years of age	1 case
At least 22 years of age	1 case
At least 23 years of age	2 cases
<hr/>	
Total	4 cases

The average minimum age was slightly higher for the bachelor's level, at 22.8 years, compared to 22.3 years for the associate level. This can be considered to reflect the average age of admission to

traditional programs. At the graduate level, no cases were found in which a minimum age was set for admission.

[2] Earned credits or degrees

For external degree programs at the master's level, in almost all cases, a bachelor's degree or the equivalent is indicated as a requirement for admission. Also, students are required to have already earned some number of credits at the time of their admission into some external degree programs. In each case, the requirement is for credits earned at an accredited institution. This requirement was found only with bachelor's degree programs, and was not seen for master's and associate degree programs.

This condition was found in seven cases. Different methods were used for the calculation of credits by different universities depending on the academic term system and so on, and included semester credits, quarter credits, and so on. The rules concerning credits were described in rather vague terms in some of the materials. However, 12 semester credits were required by one school, 50 semester credits by another, 60 semester credits by two schools, and 62 semester credits by one school; and two schools required simply 30 credits and 60 credits, respectively.

With regard to previous degrees, in contrast to the case with earned credits, two cases were found in which a requirement for admission was that the student not have any previously earned degrees. Both of these were programs at the bachelor's level. Ohio University Main Campus indicates the requirement that the student "not have a traditional four-year degree," and University of Alabama requires that the student "not have a degree at the undergraduate level."

[3] Occupation and vocational experience

Some undergraduate programs had requirements related to vocational experience. This survey found two universities which require applicants to be workers (Kansas City Kansas Community College and Saint Mary's College of California), one which requires applicants to have had at least two years of full-time work experience (Southern Wesleyan College), and one which requires at least seven years of vocational experience (Elizabethtown College).

In addition, two cases were found in which restrictions were placed on the applicant's vocation. Graceland College's Outreach Program is a program for registered nurses, and offers the B.S. (nursing) and B.A. (liberal arts) degrees. Mercer County Community College's Servicemembers Degree Program is a program for members of the military who are currently serving or in the reserves, and offers the associate of arts, associate of science, and associate (applied science) degrees.

Although unrelated to vocation, female gender is a requirement at one school. Saint

Mary-of-the-Woods College, a women's college, offers the M.A. (pastoral theology), B.A., B.S., bachelor's of social work, A.A., and A.S. degrees through the Women's External Degree Program.

In regard to gender, the adult degree program at Mary Baldwin College and the external degree program at Stephens College are also notable in that they accept both men and women, although the traditional sectors of both are women's colleges. Here again, the character of "non-traditional" programs is noted.

2. Graduation Requirements

With most external degree programs, the term "graduation" is used to indicate the granting of a degree upon completion of a certain curriculum, and the conditions for this are called "graduation requirements." The following are the three kinds of conditions which are generally seen as characteristic graduation requirements among external degree programs.

- [1] Residence
- [2] Transfer credit
- [3] Credit from the degree-granting university

I will discuss these three conditions individually, as for admission requirements above.

[1] Residence

Duffy's definition of external degree programs, quoted at the beginning of this paper, indicates that the residence time, or prescribed period of time which students must spend studying in a particular place, is "short or allows schedule adjustments for people who are studying while also working."

This survey found a great variety of residence requirements, both in terms of location and in terms of time. First, with regard to location, in many places the place of required study was the university campus, but in a few cases a local study center related to the university was substituted. With regard to time, there was variety in required study time, but this variety does not lend itself to simple comparison. The required residence was measured in terms of time in some cases, either by days or by weeks; in other cases, in terms of numbers of courses or meetings which the student must attend; and in still other cases, by numbers of credits which must be earned at the degree-granting institution. For example, among programs that required residency in terms of days, the shortest was one case in which students were required to attend for one day throughout the entire program, and the longest was nine days. In another case, students were required to attend three meetings during the program; while another program required two days of residence and one meeting. Among bachelor's degree

programs requiring certain numbers of credits to be earned in residence, the numbers required ranged from 12 to 32 credits.

Thus, requirements concerning residency are vary enormously from university to university. At this point, it would be impossible to draw out any reasonable trends. It can only be said that the required lengths of residency are diverse, ranging from cases in which no residency at all is required to cases in which students must commute to class every weekend.

[2] Transfer Credit

Many external degree programs recognize the inclusion of credit earned at universities other than the degree-granting university as credit toward the degree. However, in contrast to the case in which a condition for admission is for the applicant to have already earned a certain number of credits, as indicated in the section on admission requirements above, in this case there is sometimes an upper limit placed on the number of credits which can be transferred from another university.

This survey found that master's degree programs placed the strictest limits on transfer credits. Of the 32 universities with master's degree programs, four recognized transfer credits, and the number transferable ranged from six to 13 credits.

In contrast, among bachelor's degree programs, a tendency was seen toward greater acceptance of transfer credits. The institution which this survey found to have the strictest limits on transfer credits in a bachelor's degree program was Southeastern Bible College, which allows the transferal of 30 credits. Several universities were found to place no upper limit on transfer credits.

Still, in most cases, provisions were made concerning the quality of such credits. Nearly all of the programs indicated that they would only accept credits earned with a grade of C or above. Concerning the transferal of credits from institutions of different levels, some of the programs have unique sorts of limitations. For instance, the University of Southern Colorado accepts up to 96 credits from four-year universities, but only up to 64 credits from two-year universities. City University in the state of Washington takes the original step of accepting up to 135 credits from four-year universities and up to 90 credits from two-year universities, while treating 30 credits earned at vocational schools and the like as one credit at City University.

[3] Credit from the Degree-Granting University

In some external degree programs, a requirement for graduation is to earn credits from the degree-granting institution. Here, the earning of credits from the degree-granting university refers to credit acquisition in one of the following three ways:

- a) Earning credits by taking courses at the university's campus
- b) Earning credits by completing study programs sponsored or co-sponsored by the university
- c) Earning credits through instruction or evaluation by an instructor of the university.

This survey found one master's degree program, 11 bachelor's degree programs, and four associate degree programs which set this requirement. The master's degree program with this requirement was Skidmore College, which required the acquisition of six credits. Among associate degree programs, requirements of 12 credits, 15 credits, and 25 credits were set by one school each, while one school required the completion of nine courses. Table 9 shows the numbers of credits which must be earned at the degree-granting university among bachelor's degree programs.

Table9

Credits from Degree-Granting University	Number of Schools with This Requirement
15 credits	1
30 credits	3
32 credits	4
45 credits	1
48 credits	1
9 courses	1

There were also some universities which clearly indicated that they did not require any credits to be earned at the degree-granting university. These are the universities which set no upper limit on the number of transfer credits, as noted above. Of these, ??Charter Oak State University, Regent University, and Thomas Edison University?? are worthy of note in that they have no educational programs of their own, but are simply evaluating organs which grant degrees based on credits earned at other universities.

Conclusion

The above is an overview of the current situation of external degree programs in the U.S., based on an analysis of questionnaire responses and degree requirements. As seen above, these programs are truly diverse in content. I would like to mention three points in concluding this paper.

First, there is the question of the social perceptions of external degrees. Many of the university catalogs indicated that external degrees are equivalent to degrees earned through traditional programs, and that people who have earned such degrees in the past are treated in the same manner as people with traditional degrees in the workplace and so on. However, it is not possible to determine the

actual situation based on this kind of statement.

For example, as mentioned above in the discussion of the names of degrees, when an Individualized Master of Arts is earned at Antioch University, the degree is identified on the diploma as an M.A. It means the word "individualized" would never appear on their diploma. Other cases were also found in which the university catalogs clearly stated that their degree programs at the undergraduate level would not identify the degree as "external" on the diploma. The official stance of the degree programs is that a constant level of quality is guaranteed among degrees which are granted by proper, accredited degree-granting institutions, regardless of the format of degree acquisition. However, one wonders why these programs avoid identifying their non-traditional character with terms such as "individual study" or "external program." This seems to indicate some problems concerning the social acceptance of external degrees. However, in this paper, I can do no more than point out that such problems may exist.

Second, there are questions concerning the area of transfer credits. As mentioned earlier, many external degree programs have a transfer credit system which requires a certain number of credits earned at another institution before admission to their program, and includes these in the number of credits required for completion of their program. However, there are two types of regulation of the amount of transfer credit. One type sets maximum numbers for this handling of transfer credits, and the other sets minimum numbers. In other words, diametrically opposed requirements were found in this area, as some programs permitted the transfer of previously earned credits up to a certain number while other programs accepted only persons who had already earned a certain number of credits. This difference of ceiling and floor in credit transfer system would seem to reflect differences in the nature of external degree programs themselves. The former kind of program is based on the idea that even participants in an external degree program should carry out their studies along the lines of the degree-granting university's curriculum. On the other hand, the latter kind of program is supported by a conception of degree completion in which a student's prior academic achievements are made to bear fruit in the form of a degree.

And third, I would like to point out a characteristic which was found in common among all of the external degree programs which were the subjects of this survey. This is the use of "enrollment" procedures. People who wish to earn a degree must apply to the programs for admission. Thereafter, the people enrolled in these programs are given various names, including "student," "learner," or "participant;" but in each case, they perform studies toward a degree as persons registered in a certain program. Even in cases where all of the required credits are transferred from other universities, and no studies are performed to earn credits from the degree-granting university, it is necessary to complete the application procedures for enrollment before transferring those credits, as in the other cases.

Through these enrollment procedures, people registered in a program gain the identity of "students."

In many cases, they are eligible for financial aid toward their studies, including scholarships. Of course, it must be noted that many students in external degree programs would not be eligible for scholarships, since they have jobs and therefore earn a higher income than traditional students do. So, it seems likely that in actuality, only a minority of such students actually receive scholarships.

Of the three points discussed above, the question of whether persons registered in such programs have the identity of students shows a major difference between the American external degree system and Japan's system. National Institution for Academic Degrees, Japanese unique external degree awarding institute, issues bachelor's degrees to graduates of junior colleges or colleges of technology who have earned a certain number of credits at universities, based on the School Education Law, Article 68-2, Paragraph 3, No. 1. The system of degree-granting organs is also one system of issuing external degrees; however, the system of degree-granting organs requires persons wishing to obtain a degree to first perform the studies required by the degree-granting organ, and then to apply to that degree-granting organ for a degree and undergo examination. The sequence of registering with the degree-granting institution and performing studies is opposite in the American and Japanese systems. This means that there is a difference in whether the degree-granting institution itself ensures identity as a student during the period of studies toward a degree.

In addition to the aspects described here, there are points which could not be dealt with thoroughly in this paper, including the detailed situation of residence requirements among external degree programs in the U.S. These questions remain for further study.

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Inst.	Doctoral		Master's		Bachelor's		Associate		Others		Adm U S/C O
	ERMT	DGR	ERMT	DGR	ERMT	DGR	ERMT	DGR	ERMT	DGR	
Antioch Univ.			275	45							
Belleuve College			100	66	500	298					
Bemidji State Univ.					870	83	9	0			
Berean College											
Brigham Young Univ.					449	15					
Caldwell College					450	80					
California State Polytechnic Univ.: Pomona			200	20							
California State Univ.: Chico			150	22	450	76					
California State Univ.: Dominguez Hills			500	77							
Charter Oak State College					1,119	200	80	25			
City Univ.											
Covenant College					160	100					
Eastern Oregon State College											
Eckerd College					60	6					
Elizabethtown College					53	15					
Empire State College			374	52	4,224	1,354	1,592	578			
Fort Valley State College			500	75	2,000	300					
Framingham State College					144	22					
Governors State Univ.			25	3	343	165					
Graceland College					3,000	141					
Hesser College											
Indiana Institute of Technology					420	100	210	50			
Indiana Univ. at Bloomington						547		272		11	
Indiana Univ. Purdue Univ. Indianapolis											
Judson College					50	13					
Kansas City Kansas Community College							400	63			
Kansas State Univ.					133						
Lesley College				940							
Linfield College						137				600	
Mary Baldwin College					950	180				40	10
Marywood College					1,015	101					
Marywood College					150	10				0	0

Inst.	Doctoral		Master's		Bachelor's		Associate		Others		Adm S/C
	ERMT	DGR	ERMT	DGR	ERMT	DGR	ERMT	DGR	ERMT	DGR	
Mercer County Community College											
Murray State Univ.					80	14					
Northern Illinois Univ.			2,000	300	50	20					
Norwich Univ.			489	217	512	145					
Oakland City College			52	0	118	59	59	12			
Ohio Univ. Main Campus					750	15	420	17	10	0	
Oklahoma City Univ.			200	100	100	60			300	100	
Oral Roberts Univ.					240	3					
Pensacola Junior College*							Pnd	Pnd			
Prescott College			80	30	425	125					
Queen of the Holy Rosary College											
Regents College							7	5			
Roger Williams Univ.					8,742	2,636	10,465	1,807			
Saint Joseph's College			1,400	42	3,800	287	90	-	18	14	
Saint Mary's College of California			115	45	600	215			145	100	
Saint Mary-of-the-Woods College			70	12	850	65	30	6	40	4	
Silver Lake College			121	20	257	83					
Stagit Valley College							3	5			
Skidmore College			40	-	230	41					
Sonoma State Univ.			47	12							
Southeastern Bible College					15	2	25	2	200	251	
Southeastern Univ.											
Southern Wesleyan College			42	15	666	168			212	-	
Southwestern Adventist College					200	24					
Spring Arbor College					849	340					
Stephens College					224	22					
Thomas A. Edison State College			Pnd	Pnd	8,118	718	2,629	223			
Union Institute	1,200	227			500	170					
Univ. of Alabama					587	78					
Univ. of Hawaii: Kapiolani Community College							7,750	575			
Univ. of Iowa					410	40					

Inst.	Doctoral		Master's		Bachelor's		Associate		Others		Adm				
	ERMT	DGR	ERMT	DGR	ERMT	DGR	ERMT	DGR	ERMT	DGR	ERMT	DGR	U	S/C	0
Univ. of Maryland, Univ. College					2,849	10						79			
Univ. of Massachusetts at Amherst			106	-	60	15						55			
Univ. of Northern Colorado			371	198	68	0									
Univ. of Northern Iowa					120	8									
Univ. of San Francisco			430	120	837	459									
Univ. of South Florida					130	22									
Univ. of Wisconsin - Platteville					410	10									
Univ. of Wisconsin - River Falls					90	2									
Utah State Univ.			3,205	148	4,408	210						400	10		
West Georgia College			1,198	494	1,262	807					270	50	458	206	
West Liberty State College					300	62									
Western Illinois Univ.					833	261									
Total	1,200	227	33,12,090	3,053	63,55,761	11,024	29,24,034	3,867	22,2,495	787	22	48	2		

* external degree program is planned

Abbreviations

INST; institution

ERMT; number of enrollments

DGR; number of degree-awarded students

Adm; administration body for external degrees

U; university

S/C; school or college

0; others

pnd; now in planning

-; no answer

資料1 依頼状

NATIONAL INSTITUTION FOR ACADEMIC DEGREES

4259 Nagatsuta, Midori-ku, Yokohama 226, Japan

Phone: 045-922-6441
F a x: 045-923-0258

March 13, 1995

Dr. [REDACTED]
President
[REDACTED] University

Dear Dr. [REDACTED]

I am a professor of the National Institution for Academic Degrees. The Institution was established in 1991, and its task is to award higher education degrees based on the idea of credit accumulation and transfer and to do comparative research in higher education systems between various countries. As to more detailed information on the Institution please refer to the enclosed copy of its brochure.

The institution has recently launched a research project on external degrees awarded by the US. universities, and I am the head of the project team. As a preliminary work we are now looking into general conditions of awarding external degrees in leading universities. We are planning to deal with your university as part of our case study. I have found in the *Index of Majors and Graduate degrees 1993* that your university offers external degree programs.

I wonder if you would kindly send a copy of a bulletin, catalogues, or any other related document on external degree programs offered by your university to me by air mail. Also, I should be very grateful if you could answer the questionnaire enclosed and send it back to me. For the success of our research project we need to obtain up-to-dated information on requirements of taking the degrees and programs for them. However, It is rather difficult to find useful materials to obtain such information in our country.

I will reimburse any cost incurred. Please find enclosed a self-addressed envelop and International Reply Coupons towards mailing cost.

Thank you for your attention.

Yours Sincerely,



Akira TACHI
Professor
National Institution for Academic Degree

QUESTIONNAIRE

Name of your institution _____

1. Which level of institution is in charge of administrative work regarding external degree programs at your university? (Please tick off an appropriate level.)

- a. University level
- b. School/ college level
- c. Others

2. If you ticked off c in the above question, please give its details.

3. Which section of the level of institution, which you tick off in 1, is specifically in charge of matters of external degree programmes?

4. Please give the details of the external degrees to be awarded by your university on the following points:

a. Level of the degrees:

(Please tick off an appropriate level, or levels.)

- (i) Doctoral level
- (ii) Master's level
- (iii) Bachelor's level
- (iv) Associate's level
- (v) Other level (*e.g.* qualifications, certificates, diplomas, *etc.*)

b. Official title of the degrees:

(Please enumerate all of them.)

(i) Doctoral level.....

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.....
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.....

(ii) Master's level.....

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.....
.....
.....

(iii) Bachelor's level.....

.....
.....
.....
.....

(iv) Associate's level.....

.....
.....
.....
.....

(v) Other level (e.g. qualifications, certificates, diplomas, etc.).....

.....
.....
.....
.....

c. Number of students currently pursuing the degrees:

- (i) Doctoral level.....**
- (ii) Master's level.....**
- (iii) Bachelor's level.....**
- (iv) Associate's level.....**
- (v) Other levels (e.g. qualifications, certificates, diplomas, etc.).....**
.....

**d. Number of students who obtained the degrees in the academic year of
1993-1994:**

- (i) Doctoral level.....**
- (ii) Master's level.....**
- (iii) Bachelor's level.....**
- (iv) Associate's level.....**
- (v) Other levels (e.g. qualifications, certificates, diplomas, etc.)...
.....**

5. Please give a name of the person with whom I should contact at your university in order to obtain more detailed information upon the external degree programs offered by your university.

Thank you for your co-operation.

【要旨】

米国における学外学位制度の現状

森 利枝*

本稿は、「学位研究」第5号（1996年9月）に発表した論文「米国における学外学位制度の現状」（邦文）の英訳版である。先に発表した邦文「米国における学外学位制度の現状」は、1995年に学位授与機構館昭教授が池マリ助教授の協力を得て企画・実施した調査に基づくものである。この調査は、米国の大学が運営する学外学位プログラムの現状を明らかにすることを目的として、米国カレッジボード『大学ハンドブック』（1993年度版）を台帳に、学長宛におこなったアンケートと、同時に蒐集した各大学のカタログを分析するというものであった。ここで明らかにされているのは以下の諸点である。

- ・ 学外学位プログラムの名称
- ・ 学外学位プログラムを管轄する学内の部局
- ・ 授与される学位のレベル
- ・ 学位の名称
- ・ 登録している学生数
- ・ これまでの学位取得者数
- ・ 登録要件
- ・ 修了要件

本稿は内容においてその邦文の論文とほぼ同じものであるが、英訳に際し、若干のデータの追加・修正を行った。

*学位授与機構審査研究部助手